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Karen L. Heiser

*Rowan College of New Jersey*

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**Personality Traits of Effective Communicators:  
A Study of Chairpersons and Faculty  
at Rowan College of New Jersey**

by  
**Karen L. Heiser**

**A Thesis**

**Submitted in partial fulfillment of the requirements of the  
Master of Arts Degree in the Graduate Division  
of Rowan College of New Jersey  
(May 31, 1995)**

**Approved by**

**Professor**

**Date Approved**

May 31, 1995

## Abstract

Heiser, Karen L.

Personality Traits of Effective Communicators: A Study of Chairpersons and Faculty at Rowan College of New Jersey, 1995. Thesis Advisor: Anthony Fulginiti, School Public Relations

This study determines chairpersons' personality traits and their effect on communications with faculty. The Myers-Briggs Type Indicator was given to seven chairpersons (three female; four male) within Rowan College of New Jersey. The responses were tabulated by hand. The results were mailed to participants. The author requested faculty to choose chairperson's personality characteristic and rate the effectiveness of the two-way communication between them and their chairpersons. The data were analyzed using a statistical software package (SPSS). The study revealed that 13 faculty rated their chairpersons as "very good" two-way communicators; eight faculty rated their chairpersons as "good" two-way communicators; three faculty rated their chairpersons as "fair" or "not good" two-way communicators. Only 13 percent of the faculty chose the correct personality style of their chairperson. The most common primary or secondary function for both chairpersons and faculty is thinking/judging. There was no significance between chairpersons' personality traits and the effectiveness of two-way communication.

### **Mini-Abstract**

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This study determines chairpersons' personality traits and their effect on communications with faculty. The Myers-Briggs Type Indicator revealed chairpersons and faculty personalities. The study revealed that 13 faculty rated their chairpersons as "very good" two-way communicators; eight faculty rated their chairpersons as "good" two-way communicators; three faculty rated their chairpersons as "fair" or "not good" two-way communicators. The most common primary or secondary function for both chairpersons and faculty is thinking/judging. There was no significance between chairpersons' personality traits and the effectiveness of two-way communication.

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The author appreciates the time and effort of advisor, Anthony Fulginiti, and also thanks the chairpersons and faculty at Rowan College of New Jersey who participated in this study. Their participation made this thesis possible.

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## CHAPTER I

### Importance of Problem

Every three years, departmental faculty at Rowan College of New Jersey elect a chairperson to manage the office, communicate with faculty, students, deans and administrators. Departments need chairpersons with effective communication skills. Chairpersons should express themselves well, initiate concerns at meetings, persuade others to see their point of view, listen attentatively, give feedback, and explain policies and reasons for policies to their faculty.

Personality "traits" (distinguishing personal qualities or characteristics)<sup>1</sup> determine how people communicate. The author researched journals, texts, and newspapers to learn which personality traits make the most effective communicators. The most desired supervisors (or using campus terminology, chairpersons) are those who communicate effectively.

Supervisors need to know their subordinates' traits to effectively communicate with them and vice versa. Chairpersons spend most of their time communicating. Eisenberg, Monge, and Farace stated, "The communication processes that affect interaction between supervisors and subordinates are among the most important that operate within organizations . . . supervisors spend much of their time in varied and informal interaction with employees."<sup>2</sup> Furthermore, Jablin concurred that "numerous studies report that between one third and two thirds of a

supervisor's time is spent in communicating with subordinates."<sup>3</sup> Because supervisors, or chairpersons, spend so much time communicating, they must determine how to communicate effectively with different individuals. One way chairpersons can learn how to communicate effectively with different individuals is to learn their personality traits and how these traits affect their communication style.

Many tests exist to determine personality traits. The author researched several instruments and chose the Myers-Briggs Type Indicator (MBTI), Form G, to survey selected faculty and chairpersons at Rowan. The scores indicate a person's personality by indicating degrees on scales of opposite preferences. These preferences include extraversion vs. introversion (attention is given to environmental objects and people vs. attention taken from environment and given to oneself); sensing vs. intuition (observing environment by the five senses vs. instinct, internal perception without reasoning); thinking vs. feeling (ideas logically connected together vs. decision making by idea's usefulness and worth); and judgment vs. perception (making reasonable decisions from facts vs. making reasonable decisions from understanding). There are no right or wrong answers, just preferences. "These preferences can combine in 16 ways, representing 16 types."<sup>4</sup>

Chairpersons who are effective communicators should learn their faculty's traits and apply communication strategies based on these traits. For example, if faculty members are typed extraversion, intuition, thinking, and judgment (ENTJ), the chairperson may present an idea by

explaining the details from beginning to end in a logical, organized fashion.<sup>5</sup>

Many periodicals and texts deal with effective communication between supervisors and their subordinates, preferred leadership qualities, communications between faculty and students, or interpersonal relationships; but few of these texts mention effective communications between chairpersons and their faculty.

### **Problem Statement**

Chairpersons spend most of their time communicating. So it is important to identify personalities that conflict or get along. The results of the survey may be sufficient for the author to make an itemized list of chairpersons' traits and compare their traits to effective communicators' traits. Also, the author can compare and list which chairpersons' traits best complement faculty's traits.

The author hopes to find that the most effective communicators are those chairpersons who possess INFJ (Introversion, Intuition, Feeling, and Judgment) combination traits. With these combinations, chairpersons are "People-oriented Innovator of ideas."<sup>6</sup>

The author assumes that the chairpersons and faculty being surveyed are a portion of the population with no unusual personalities that will taint the study, such as faculty viewing authority negatively or faculty and chairpersons having unsettled prior conflicts.

The relationship of faculty/chair is different from supervisors/subordinates in corporations. On the one hand, campus environments are autonomous. Faculty have more freedom to pursue research, adjust teaching schedules and office hours, can choose not to

work during the summer months, and can choose not to serve on committees. Faculty also have academic freedom in designing class preparations. On the other hand, corporations' supervisors closely manage their subordinates. If subordinates don't meet deadlines and goals, they could be fired; tenured faculty cannot be fired unless they're found guilty by administrative court of moral turpitude or gross incompetence.<sup>7</sup>

According to the "Guidelines for Academic Department Chairs,"<sup>8</sup> chairpersons' "primary role is to serve as academic leader of the department,"<sup>9</sup> which includes "communicates to and from department members (internal)" and "initiates and supervises the hiring process for new faculty, participating as appropriate, and hires adjunct faculty and staff."<sup>10</sup>

### **Delimitations**

This thesis focused on the personality traits of eight chairpersons and 32 faculty at Rowan College of New Jersey. To rule out gender biases, five chairpersons were male, five were female; 16 tenured faculty were male, 16 tenured faculty were female. To allow sufficient experience in the chairperson's position, chairpersons must have served for at least two years to qualify for the sample. Only tenured faculty were asked to participate, because non-tenured faculty might not have had enough opportunity to observe their chairpersons.

This study does not include social issues, such as whether faculty have difficulty communicating with authority figures.

No attempt was made to gather all faculty being surveyed into one area nor at one time.

The author did not request chairpersons' perceptions of faculty.

This study attests to the validity of the Myers-Briggs Type Indicator.

### **Purpose**

The purpose of this research is to determine the most common personality traits of chairpersons and which traits make chairpersons effective communicators at Rowan College of New Jersey. This knowledge will help faculty to make the best choice when electing department chairpersons and help chairpersons to choose the best communication strategy when communicating with deans, other chairpersons, faculty, staff, and students.

There were several reasons for this study: (1) Many periodicals and texts dealt with effective communications between supervisors and their subordinates, preferred leadership qualities, communications between faculty and students, or interpersonal relationships. But few of these texts mention effective communication between chairpersons and faculty. (2) It is important for tenured faculty to know which personality type is preferred for communicators, because they vote for chairpersons who will communicate extensively with deans, other chairpersons, faculty, staff, and students. (3) Chairpersons can learn traits of others that will help them apply appropriate communication strategies, making them effective chairpersons.

### **Procedure**

The author reviewed literature available on the topic through a computer search of the CD ROM indexes of dissertations, texts and periodical literature at the library at Rowan College of New Jersey, and hand-searched through journals from 1987 through 1994. The CD ROM indexes saved hours of researching through dissertations, texts, and

periodicals to find if they were relevant to the study. These dissertations, texts, and periodicals noted many references. These references were easier to find by hand-searching through the journals because all the research information was available. The author gained access to the University of Delaware, University of Maryland, Princeton University (New Jersey), and Rutgers University (New Jersey) through Rowan Internet Server. The author also gathered information at The Philadelphia Free Library, Gloucester County Library, and Camden County Library.

The author obtained information regarding tenure qualifications, autonomy factors, and chairperson's responsibilities from personal knowledge and from faculty, chairpersons, and administrators interviewed at Rowan. These interviews were necessary because some information was not available in texts.

## Terminology

Some of the following terms are academic jargon. Other terms have more than one definition; therefore, the author defined the terms as they pertain to the thesis.

chairpersons - tenured faculty members elected every three years. Responsible for reporting departmental decisions and submitting forms to the dean, attending administration meetings, determining faculty schedules, arranging and officiating department meetings, efficiently managing the office by communicating with faculty, staff, and students.

effective communications - successful interaction between supervisors and subordinates to achieve both personal and organizational goals.

extraversion - attention is given to environmental objects and people.<sup>11</sup>

feeling - makes decisions by "weighing relative values and merits of the issues." <sup>12</sup>

introversion - attention taken from environment and given to oneself.<sup>13</sup>

intuition - instinct, internal perception without reasoning.<sup>14</sup>

judgment - "all the ways of coming to conclusions about what has been perceived." <sup>15</sup>

perception - "many ways of becoming aware of things, people, events, or ideas." <sup>16</sup>

sensing - observing environment by the five senses (feeling, hearing, seeing, smelling, tasting).<sup>17</sup>

tenured faculty - faculty who have assistant professor, associate professor, or professor titles, and who have been employed at Rowan for at least four years.

thinking - ideas logically connected.<sup>18</sup>

traits - distinguishing qualities or characteristics, especially of one's personal nature.



NOTES

<sup>1</sup>“Traits.” Merriam Webster’s Tenth Collegiate Dictionary.

<sup>2</sup>Eisenberg, E., Monge, P., & Farace, R. (1984). Coorientation of communication rules in managerial dyads. Human Communication Research, 11, 261-271, p. 262.

<sup>3</sup>Jablin, F. M. (1979). Superior-subordinate communication: The state of the art. Psychological Bulletin, 86, 1201-1222, p. 1202.

<sup>4</sup>Myers, I.B., & McCaulley, M.H. (1986). Manual: A Guide to the Development and Use of the Myers-Briggs Type Indicator. Consulting Psychologists Press, Palo Alto, CA., p. 2.

<sup>5</sup>Lawrence, G. (1994). Your Results From the Myers-Briggs Type Indicator. Center for Applications of Psychological Type, Inc. Gainesville, FL.

<sup>6</sup>Ibid.

<sup>7</sup>Zazzali, Robert. Personal Interview. 23 Mar. 1995.

<sup>8</sup>“Guidelines for Academic Department Chairs.” (1994). Glassboro, New Jersey: Rowan College of New Jersey, p. 1-4.

<sup>9</sup>Ibid., p. 1.

<sup>10</sup>Ibid., p. 2.

<sup>11</sup>Myers, I.B., & McCaulley, M.H. (1985). Manual: A Guide to the Development and Use of the Myers-Briggs Type Indicator. Consulting Psychologists Press, Palo Alto, CA., p.13.

<sup>12</sup> Myers, I.B., & McCaulley, M.H. (1985). Manual: A Guide to the Development and Use of the Myers-Briggs Type Indicator. Consulting Psychologists Press, Palo Alto, CA., p. 12.

<sup>13</sup> Ibid., p. 13.

<sup>14</sup> Ibid., p. 12.

<sup>15</sup> Ibid., p. 12.

<sup>16</sup> Ibid., p. 12.

<sup>17</sup> Ibid., p. 12.

<sup>18</sup> Ibid., p. 12.

## CHAPTER II

The author researched several libraries, accessed internet services, and conducted interviews to gather findings on research topic. Many periodicals and texts dealt with effective communications between supervisors and their subordinates, between faculty and students, and preferred leadership qualities. However, only a few articles exist on chairpersons and none pertaining to personality types and chairpersons communicating with their faculty.

Libraries used were: Rowan College of New Jersey, Gloucester County Library (Mullica Hill, NJ), Camden County Library (Voorhees, NJ), Free Public Library (Philadelphia, PA). The author searched key words through Rowan Internet Server for the University of Delaware, University of Maryland, Princeton University (New Jersey), and Rutgers University (New Jersey).

Key words used in the search included: public relations, Rowan College of New Jersey dissertations, management sources, interpersonal communication/relations, organizational behavior, executives, college teachers/attitudes, supervisors, conflict management, job satisfaction, communication in management, personality types, and Myers-Briggs.

The author searched several journals (1985-1994): *Basic and Applied Social Psychology*, *Communication Education*, *Communication Monographs*, *Communication Quarterly*, *Communication Research*, *Communication Theory*, *Educational and Psychological Measurement*, *ETC*, *Journal of Applied Psychology*, *Journal of Counseling and*

*Development, Journal of Personality and Social Psychology, Management Communication Quarterly, Personnel Psychology, and Psychological Reports.*

The author reviewed *Gloucester County Times* and various business publications: *Wilson Library Bulletin*, *NASSP Bulletin*.

Several texts read or reviewed were: *Type Talk, Manual: A Guide to the Development and Use of the Myers-Briggs Type Indicator*, *Linguistics in Context: connecting Observation and Understanding: Lectures from the 1985 LSA/TESOL and NEH Institutes*, *Gender and Conversational Interaction*, *You Just Don't Understand*, *Measures of Personality and Social Psychological Attitudes*, *Handbook of Interpersonal Communication*, *Handbook of Organizational Communication*, *The Power to Communicate: Gender Differences as Barriers*, *The Complete Guide to Supervisory Training and Development*, *Analyzing Gender: A Handbook of Social Science Research*, and *The Voices and Words of Women and Men*.

People interviewed were from Rowan College of New Jersey: Dr. Thomas Michael, Associate Professor, Management Department; Dr. Gene Elliott, Professor, Psychology Department; Dr. Mel Moyer, Associate Professor, Psychology Department; Dr. Bruce Paternoster, Associate Dean, School of Liberal Arts & Sciences; and Mr. Robert Zazzali, Executive Assistant to the Vice President/Provost.

The author browsed through several texts to determine the most widely used personality test with previous research to determine its validity. The most common was the Myers-Briggs Type Indicator (MBTI).

However, several researchers question its validity. Healy<sup>1</sup> and Pittenger<sup>2</sup> document several authors who feel the MBTI is not valid and

fear professionals may misuse the results. These authors claim there is not enough evidence to prove the MBTI is valid and re-testing participants over several years may provide this evidence. Until then, they caution professionals giving career advice solely based on MBTI results.

Pittenger<sup>3</sup> states these shortcomings of the MBTI: "[M]ost people score between the two extremes. This means that although one person may score as an E, his or her test results may be very similar to those of another person's who scores as an I." Another factor to consider is, "[I]f the test is not reliable, we do not know if the changes in the score are due to changes in the person we are measuring or to some type of error in the testing process." Pittenger<sup>4</sup> concludes, "[T]he MBTI reminds us of the obvious truths that all people are not alike, but then claims that every person can be fit neatly into one of 16 boxes."

Although only one author states that the MBTI is not valid, more support the MBTI as a personality indicator. Davis, Grove, & Knowles's<sup>5</sup> study "supports the MBTI as an analogue for decision-making style."

Schreiber<sup>6</sup> lists several reasons for implementing the MBTI: "The MBTI provides another perspective to gain insight into work interactions . . . can reduce conflict, helping employees to decide whether a disagreement is one of style or substance . . . indicate strengths and blindspots in work teams."

Forsyth<sup>7</sup> states "the most important thing that one learns is an appreciation of our differences--and that they are valid and can be viewed as positive strengths."

Carlson<sup>8</sup> claims the MBTI is an interpretation of "personal preference" and as such "remains unsystematic theoretically but generally positive."

Myers & McCaulley<sup>9</sup> states, "Since the quality of perception and judgment is often evidenced by an individual's level of achievement, it is expected that in samples of persons of comparable age levels, those with higher achievement levels will also report their preferences more consistently, and thus these samples will evidence higher reliabilities. . . ." As for defending re-test reliabilities, Myers & McCaulley<sup>10</sup> continued, "test-retest reliabilities of the MBTI show consistency over time. When subjects report a change in type, it is most likely to occur in only one preference, and in scales where the original preference was low."

Defining personalities of faculty and chairpersons is only one aspect of this research; therefore, the author feels the MBTI is an excellent tool for this purpose.

There were few articles and texts on communication between chairpersons and faculty. The few found on education, however, indicate that the roles of administrators are (according to Lazarsfeld) to: reach goals by recruiting faculty, giving them a sense of belonging and a chance to be creative.<sup>11</sup>

Most information available concerned effective communication between supervisors and subordinates. Even though many current articles define effective supervisors, the most precise and accurate for chairpersons is by Redding (1972) who compiled and summarized various authors.<sup>12</sup> Redding states that the better supervisors are: (1) "communication-

mindful," (2) "willing, emphatic listeners," (3) "ask or persuade" rather than "telling or demanding," (4) "sensitive to feelings, reprimanding in private rather than in public," (5) "more open" when disseminating information, "giving reasons why."

Learning how to communicate with one another by knowing personality types is one way to communicate effectively. A more current researcher, Alfred Fleishman<sup>13</sup> explains, "What is said and how it is said make a profound difference in relating to others . . . people act and react to language, to the motions and feelings it arouses."

Kroeger and Thuesen<sup>14</sup> agree. They feel "differences in style can lead to misunderstanding, miscommunication and resentment. And when feelings get hurt, communication channels break down." Therefore, it is important to know if chairpersons effectively communicate with their faculty because of their personality type.

NOTES

<sup>1</sup> Healy, C.C. (1989). Negative: The MBTI: Not ready for routine use in counseling. Journal of Counseling and Development, 67, 487.

<sup>2</sup> Pittenger, D.J. (1993). Measuring the MBTI ... and coming up short. Journal of Career Planning & Employment, 54, p. 48.

<sup>3</sup> Ibid., p. 50-51.

<sup>4</sup> Ibid., p. 52.

<sup>5</sup> Davis, D.L.; Grove, S.J.; and Knowles, P.A. (1990). An experimental application of personality type as an analogue for decision-making style. Psychological Reports, 66, p. 167.

<sup>6</sup> Rome, L. (1990). Myers Briggs: A tool for building effective work teams. Wilson Library Bulletin, 64, No. 9, p. 42.

<sup>7</sup> Ibid., p. 47

<sup>8</sup> Carlson, J.G. (1989). Affirmative: in support of researching the Myers-Briggs Type Indicator. Journal of Counseling and Development, 67, p. 484-486.

<sup>9</sup> Myers, I.B., & McCaulley, M.H. (1986). Manual: A Guide to the Development and Use of the Myers-Briggs Type Indicator. Consulting Psychologists Press, Palo Alto, CA., p. 164.

<sup>10</sup> Ibid., p. 171.



<sup>11</sup> Morsink, C. (1987). Critical functions of the educational administrator: perceptions of chairpersons and deans. Journal of Teacher Education, 38 p. 23.

<sup>12</sup> Jablin, F.M. (1979). Superior-subordinate communication: The state of the art. Psychological Bulletin, 86, p. 1209.

<sup>13</sup> Fleishman, A. (1989). Some surefire ways to foul up communications. ETC., 46, p. 99.

<sup>14</sup> Kroeger, O., and Thuesen, J.M. (1992, September 7). "It Takes all Types." Newsweek, 10, pp. 8-10.

## CHAPTER III

### Method of Research

To obtain personality traits of chairpersons and faculty, the author needed a valid/reliable tool to assess personality characteristics. When the author searched resources using key words such as personality and trait, Myers-Briggs often appeared. The author read and reviewed some of these research articles coming to the conclusion that the Myers-Briggs Type Indicator was accepted in the publishing field. Therefore, the author used the Myers-Briggs Type Indicator personality questionnaire, Form G, by Katharine C. Briggs and Isabel Briggs Myers. This 126-question survey, based on Carl Gustav Jung's (1921-1971) theory, determines personality types by gathering information of how users perceive things and their preferences.

Because the Myers-Briggs Type Indicator is copyrighted and must be scored by a professional, the author asked assistance from Dr. Gene Elliott, Psychology Professor at Rowan College of New Jersey. The author purchased the tests and score sheets from Consulting Psychologists Press, Inc.

Thirty-two faculty and eight chairpersons were chosen for this study. To eliminate gender as a variable, four chairpersons were female and four were male; 16 faculty were male and 16 faculty were female. The tenured faculty and chairpersons were chosen to yield participants with job security, knowledge of the chairperson for at least three years, and observation of the chairperson in action for at least three years.

A letter requesting their response (Appendix A), the questionnaire (Appendix B), answer sheet (Appendix C), return self-addressed envelopes were sent to the forty participants. Stamps were not necessary because the author used inter-office mailing.

The author typed a list of participants and assigned each a number to track returns. These numbers represented the participants and their departments. The numbers were put on both the answer key and the return envelope in case the two became separated. A check was made next to the name of each participant who returned the completed answer key.

Two weeks after mailing the MBTI questionnaire, the author called chairpersons and faculty who did not respond.

If two or more of a department's faculty submitted a questionnaire, the author mailed a personal letter to chairpersons, who did not reply, requesting their response (Appendix D).

The author tabulated the results by hand using the MBTI score templates borrowed from Dr. Gene Elliott. Each score was double-checked for accuracy. It took approximately five minutes to tabulate scores for each person.

After the results were tabulated, and seven weeks after mailing the first questionnaire, the author sent a letter (Appendix E) to faculty whose chairpersons did not respond and to chairpersons who completed the MBTI questionnaire. The author enclosed their MBTI results (Appendix F). The faculty whose chairpersons responded to the questionnaire were sent a different letter (Appendix G) and form (Appendix H) requesting them to indicate which type best described their chairperson, and asking them to indicate how they would rate their chairpersons' two-way communication skills (Appendix H).

The author gave a number for each of the 16 types using quadrants as a guide (Appendix I). Appendix I also lists the total number of responses for each chairperson and faculty, and the two-way communication totals.

After allowing two weeks for responses, the author entered results on the computer using a Statistical Package for the Social Sciences (SPSS). The SPSS program yielded percentages and frequencies. The SPSS program generated the most to the least common personal characteristics, giving frequencies and percentages for each.

The author compared the chairpersons' results of the MBTI type with the descriptions chosen by the faculty. (Chapter IV indicates the results.)

## CHAPTER IV

Thirty-two faculty were asked to complete the MBTI questionnaire, categorize their chairperson, and rate the effectiveness of their chairperson's two-way communication. Of these 32 faculty, 24 responded to all three requests. Seven of the eight chairpersons completed the MBTI, a two-choice, force-answer questionnaire. Therefore, these 24 faculty and seven chairpersons are considered in this study.

The author read Manual: A Guide to the Development and Use of the Myers-Briggs Type Indicator<sup>1</sup> and spoke with Dr. Gene Elliott, Psychology professor, to correctly analyze the data. One common error in scoring questionnaires occurs when researchers subtract the lowest number from the highest number in a polar pair and take the result as an attitude score.<sup>2</sup> The researcher must also match that score with the score table given on the template or use the formula on Page 9 of the manual. (The author used the score on the template to identify preferences.) For example, a test score shows 23 extraverted responses and three introverted responses. Subtract three from 23 for a total of 20. Look on the template for "E-20." The preference score is "E-39." This score indicates the person completing the MBTI is a "clear" extravert, meaning the person would most often prefer to "focus on the outer world of people and things"<sup>3</sup> rather than inwardly.

The following information is necessary to understand data results:  
(1) Chairpersons are noted as "0" on faculty tabulation sheets and they did not rate the faculty's two-way communication; therefore, the

communication score indicates “0.” (2) MBTI type scores cannot be used for quantitative measures--only for “clarity of preferences of one aspect over its paired opposite.”<sup>4</sup> (3) Scores are tabulated by hand and by computer using SPSS. (4) Research does not indicate personality conflicts between faculty and chair, which may have affected the results of effective two-way communication scores.

The following are results of data received from MBTI questionnaires, faculty’s rating of chairpersons, and faculty’s rating of effective two-way communication style.

Using Appendix I as a guide, the reader can see the total findings of faculty and chairpersons’ personality characteristics and their two-way communication scores.

Table 1 notes faculty personality characteristics, chairperson’s personality characteristics (These will appear in rows with a “0” in the “Faculty Type” and “Two-Way Communication” columns. The personality characteristics will appear to the right in the “Chairperson’s Type” column.), the effectiveness of two-way communication between faculty and chair, and the chairpersons’ type rated by faculty. For example, the first chairperson is an ISTJ. The first faculty member, being an ESTJ noted the effectiveness of the chairperson’s two-way communication as “good” and rated the chairperson as an INTJ.

Two chairpersons indicated they were INTJ (28.6 percent) and two other chairpersons indicated they were ENTJ (28.6 percent). The other three were ISTJ (14.3 percent), INTP (14.3 percent), and ENFJ (14.3 percent).

Six faculty (25 percent) thought their chairpersons were INTJ; however, only two chairpersons called themselves INTJ. These six faculty rated the effectiveness of their chairperson's two-way communication as "good" or "fair." Five faculty (20.8 percent) thought their chairpersons were ENFJ; however, only one was ENFJ. (Two faculty accurately identified their chairperson's personality characteristics as ENFJ.) These five faculty rated the effectiveness of their chairperson's two-way chairperson's communication as "very good" or "good." Three faculty (12.5 percent) thought their chairpersons were ESTJ; however, none were ESTJ. These faculty rated the effectiveness of their chairperson's two-way communication as "very good." Two faculty (8.3 percent) thought their chairpersons were ISFP; however, none were ISFP. These faculty rated the effectiveness of their chairperson's two-way communication as "good" and "not good." Two faculty (8.3 percent) thought their chairpersons were INFJ; however, none were INFJ. These faculty rated the effectiveness of the chairperson's two-way communication as "very good." One faculty (4.2 percent) identified the chairperson's type--ESFJ; however, none were ESFJ. The faculty member also rated the effectiveness of the chairperson's two-way communication as "very good." One faculty (4.2 percent) identified the chairperson's type--INFP; however, none were INFP. The faculty member also rated the chairperson's effectiveness of two-way communication as "good." One faculty (4.2 percent) identified the chairperson's type--ENFP; however, none were ENFP. The faculty member also rated the chairperson's effectiveness of two-way communication as "very good." One faculty (4.2 percent) identified the chairperson's type--ISTJ; the chairperson was ISTJ. The faculty member also rated the effectiveness of the chairperson's two-way communication as "very good." One faculty

member (4.2 percent) identified the chairperson's type--ENTP; however, none were ENTP. The faculty member also rated the chairperson's effectiveness of two-way communication as "good." One other faculty member (4.2 percent) identified the chairperson's type--ISFJ; however, none were ISFJ. The faculty member also rated the effectiveness of the chairperson's two-way communication as "good."

Table 1 also notes five chairpersons (71 percent) and 14 faculty (58 percent) are Thinking-Judgers. According to Kroegeer and Thuesen, "It is no accident that 60 percent of the world's managers are Thinking-Judgers. The Thinking-Judging dimension allows for organization and carry-through when it's needed most." 5

Table 1  
Results from Myers-Briggs Type Indicator Survey  
and Effectiveness of Chairpersons' Two-Way Communication

| <u>Faculty Type</u> | <u>Two-Way<br/>Communication</u> | <u>Chairperson Type</u> |
|---------------------|----------------------------------|-------------------------|
| 0-Chair             | 0                                | ISTJ (1)                |
| ESTJ (11)           | 2                                | INTJ (6)                |
| ISFJ (2)            | 1                                | ISTJ (1)                |
| ISTJ (1)            | 1                                | ESFJ (12)               |
| 0-Chair             | 0                                | ENTJ (16)               |
| ISFJ (2)            | 2                                | INFP (7)                |
| ESTJ (11)           | 2                                | ENFJ (15)               |
| ENTJ (16)           | 1                                | ENFJ (15)               |
| 0-Chair             | 0                                | INTJ (6)                |
| ENTJ (16)           | 1                                | ESTJ (11)               |
| ISFJ (2)            | 1                                | ENFJ (15)               |



Table 1, continued

|           |   |           |
|-----------|---|-----------|
| 0-Chair   | 0 | ENTJ (16) |
| ESTJ (11) | 1 | ESTJ (11) |
| ESTJ (11) | 3 | INTJ (6)  |
| INTJ (6)  | 1 | ENFP (13) |
| ESTJ (11) | 2 | INTJ (6)  |
| 0-Chair   | 0 | INTP (8)  |
| INTP (8)  | 1 | INTJ (6)  |
| ENFJ (15) | 3 | INTJ (6)  |
| INTJ (6)  | 1 | INFJ (5)  |
| ENTP (14) | 2 | INTJ (6)  |
| 0-Chair   | 0 | ENFJ (15) |
| INTP (8)  | 1 | ESTJ (11) |
| ENTJ (16) | 2 | ENTP (14) |
| ENFJ (15) | 1 | ENFJ (15) |
| ESTJ (11) | 1 | ENFJ (15) |
| 0-Chair   | 0 | INTJ (6)  |
| INTP (8)  | 4 | ISFP (4)  |
| ENFJ (15) | 2 | ISFJ (2)  |
| ENTJ (16) | 2 | ISFP (4)  |
| ENTJ (16) | 1 | INFJ (5)  |

0-Chair: Chairperson's personality type is listed in "Chairperson Type."  
 Chairperson did not rate effectiveness of two-way communication;  
 therefore, a "0" is placed in "Two-Way Communication" column.

(#): Indicates type number listed on Appendix I.

Twenty-four faculty rated the effectiveness of their chairpersons' two-way communication style. Of the 24, 13 rated their chairpersons as "very good." Eight faculty rated their chairpersons as "good." Two faculty rated their chairpersons as "fair." One faculty rated the chairperson as "not good" (Appendix I).

Appendix I also notes six faculty are ESTJ (25 percent). Five faculty are ENTJ (20.8 percent). Three faculty are ISFJ (12.5 percent), three are INTP (12.5 percent), and three are ENFJ (12.5 percent). Two faculty are INTJ (8.3 percent). One faculty member is an ISTF (4.2 percent) and one is an ENTP (4.2 percent).

Four chairpersons (57 percent) and nine faculty (37.5 percent) are introverts. Three chairpersons (43 percent) and 15 faculty (62.5 percent) are extraverts. See Table 2.

Table 2

## Chairpersons and Faculty Breakdown of Introverts/Extraverts

|               | Introverts | Extraverts |
|---------------|------------|------------|
| Chairpersons: | 4 / 57%    | 3 / 43%    |
| Faculty:      | 9 / 37%    | 15 / 62%   |

The author divided the 16 type descriptions into quadrants which describes the primary/secondary types: (1) Introverts/Sensing, (2) Introverts/Intuitive, (3) Extraverts/Sensing, and (4) Extraverts/Intuitive. One chairperson (14 percent) and four faculty (17 percent) are Introverts/Sensing types. Three chairpersons (43 percent) and five faculty (21 percent) are Introverts/Intuitive type. No chairpersons (0 percent) and six faculty (25 percent) are Extraverts/Sensing types. Three chairpersons (43 percent) and nine faculty (37 percent) are Extraverts/Intuitive types. See Table 3.

Table 3  
 Quadrant Totals of Chairpersons and Faculty

|               | Introvert/Sensing | Introvert/Intuitive |
|---------------|-------------------|---------------------|
| Chairpersons: | 1 / 14%           | 3 / 17%             |
| Faculty:      | 4 / 17%           | 5 / 21%             |
|               | Extravert/Sensing | Extravert/Intuitive |
| Chairpersons: | 0 / 0%            | 3 / 43%             |
| Faculty:      | 6 / 25%           | 9 / 37%             |

NOTES

- <sup>1</sup>Myers, I.B., and M.H. McCaulley (1986). Manual: A Guide to the Development and Use of the Myers-Briggs Type Indicator. Consulting Psychologists Press, Inc., Palo Alto, CA, p. 8.
- <sup>2</sup>Mueller, K.A. (1974). Personality Types of Successful Public School Public Relations Practitioners. Thesis. Glassboro State College, Glassboro, NJ, p. 17.
- <sup>3</sup>Briggs Myers, I. (1988). Report Form for the Myers-Briggs Type Indicator. Consulting Psychologists Press, Inc., Palo Alto, CA.
- <sup>4</sup>Ibid.
- <sup>5</sup>Kroeger, O., & Thuesen, J. M. (1988). Type Talk: Or How to Determine Your Personality Type and Change Your Life. New York: A Tilden Press Book, p. 95.

## CHAPTER V

### Summary

Chairpersons spend two-thirds of their time communicating with administrators, faculty, and students; therefore, the effectiveness of their two-way communication style is important.

The author chose to study the two-way communication style between chairpersons and faculty. Before determining the two-way communication style of the chairpersons, the author needed to know personality characteristics of both the chairpersons and the faculty. To do this, the author used the Myers-Briggs Type Indicator. The MBTI indicates a person's attitude: introvert or extravert, four functions: sensing/intuitive, thinking/feeling; and how these functions relate to perception (inner world) and judgment (outer world) respectively.

The author also asked faculty to choose one personal characteristic description that best describes their chairperson and rate the effectiveness of their chairperson's two-way communication style. This information determines how well the faculty know the chairperson and their opinion of the effectiveness of their chairpersons' two-way communication.

### Interpretations

Out of eight chairpersons and 32 faculty, seven chairpersons and 27 faculty responded. Because one chairperson did not respond, the data from that department's faculty could not be considered;

therefore, the study consisted of seven chairpersons and 24 faculty. The chairpersons and faculty were evenly divided between male and female so gender would not bias results. Assuming participants answered the questions accurately and there are no personality conflicts that may cause discrepancies, the author found:

- (1) Four chairpersons (57 percent) are introverts and nine (37.5 percent) of faculty are introverts and three (43 percent) of chairpersons are extraverts and 13 (62.5 percent) of faculty are extraverts. Because chairpersons are elected by their departmental faculty, the author wondered why extravert faculty would elect introvert chairpersons. After reviewing the MBTI scores, the author found one chairperson is considered an introvert by three points and five faculty are extraverts by one point, meaning their preferences could be either extravert or introvert.
- (2) Six chairpersons (86 percent) and 14 faculty (58 percent) are Thinking/Judgers (TJs). TJs are objective decision makers who remain calm and on schedule.
- (3) The three faculty who accurately identified their chairpersons' personality characteristics rated the effectiveness of their chairpersons' two-way communication style as "very good." Out of 24 faculty members only three could accurately identify their chairperson's personality characteristics. This could mean: chairpersons have a different persona when working; faculty do not know their chairpersons well; the personality characteristic descriptions were ambiguous; or faculty didn't thoroughly read the descriptions.

(4) Six chairpersons and 14 faculty use “intuition” as either their primary or secondary function. Intuitive people generalize and are impatient with many details. They are optimists. Intuitives also combine various experiences and information and put them in order.<sup>1</sup>

(6) There is no significant difference between male/female responses.

(7) There is no significant difference between department curriculum and responses.

(8) There is no significant difference between chairpersons’ traits and their effectiveness-of-communication score.

### **Conclusion**

Chairpersons spend most of their time communicating. The author wanted to find if there was significance between personality traits and the effectiveness of the two-way communication style between chairpersons and faculty.

The study shows chairpersons’ and faculty’s personality characteristics and the faculty’s opinion of the effectiveness of their chairpersons’ two-way communication style. It also shows most chairpersons and faculty are thinker/judgers, which are common traits for managers. Faculty elect among their peers the departmental chairperson. Because research revealed no common chairperson’s personality characteristic, nor any agreement among faculty about the effectiveness of their chairpersons’ two-way communication style, the author concludes this study is an informational study only.

### **Recommendations**

The author recommends the following:

- (1) The study should be done again using a larger sample. The study size was chosen because of the number of female chairpersons and because each department had at least two tenured males and two tenured females. The study showed there was no significance between male and female responses. The next sample size should not be determined by gender.
- (2) A similar study should be done using this study as a secondary source. The information in this study could be compared to a related study on the effectiveness of communications between chairpersons and faculty at other colleges.
- (3) The author recommends a study where participants are not anonymous and the MBTI can be given later to prove validity. Because the anonymity of survey participants, the MBTI cannot be given to the same participants to check validity.
- (4) A before-and-after study should be done. A group of faculty and chairpersons should take the MBTI and the faculty should choose their chairpersons' personality characteristics and effectiveness of two-way communication style. After results are tabulated, faculty should attend an MBTI workshop. After the workshop, the faculty should choose chairpersons' personality characteristics and effectiveness of two-way communication style. And then, compare the results.



NOTES

- <sup>1</sup> Kroeger, O., & Thuesen, J. M. (1988). Type Talk: Or How to Determine Your Personality Type and Change Your Life. New York: A Tilden Press Book, pp. 68-69.

APPENDIX A

HEISER 34

February 21, 1995

Dear \_\_\_\_\_:

I know you are busy this time of year preparing for your classes, and the last thing you need is a survey to complete. However, the attached survey may contribute to better relationships between supervisors and their subordinates.

As a public relations graduate student here at Rowan, I am sending you the attached survey to gather information for my thesis on managerial communication styles. Your responses will be kept confidential. I will know who returned a survey, but I will not match names with responses. This is a limited population survey, so your response is very important.

Please take a moment now to detach the bottom of this letter and return it to me in the attached self-addressed envelope, indicating whether you can respond to the survey before **Friday, March 3**. If you have the time now, please complete the survey and return it with your answer key and the letter detachment. If you cannot respond to the survey before the March 3 deadline, please return the survey and answer key along with this letter's detachment. **Only answer Part 1, Part 2, and Part 3 on the right hand column on the front page of the answer sheet. Do not answer any of the optional questions on the back page.**

The questionnaire shouldn't take more than 15 minutes to complete. Your time and cooperation are greatly appreciated. Remember, all responses are confidential. Please return the questionnaire and your answer key in the attached, self-addressed envelope. If you contact me in May, I will be glad to give you the survey results.

Sincerely,

Karen L. Heiser

P.S. I do hope you respond to the survey and return it before March 3. It's important for me so that I may complete my thesis on time. Thank you!

-----  
\_\_\_\_\_ Yes, I have answered the survey questions and am returning it to you now.

\_\_\_\_\_ Yes, I can respond to the survey before March 3, 1995.

\_\_\_\_\_ No, I cannot respond to the survey before March 3, 1995. Therefore, I am returning it to you.

Name \_\_\_\_\_ Department \_\_\_\_\_

(Only sign if you **cannot** respond to the survey before March 3.)



## MYERS-BRIGGS TYPE INDICATOR

## FORM G BOOKLET

Katharine C. Briggs  
Isabel Briggs Myers

### DIRECTIONS

There are no "right" or "wrong" answers to these questions. Your answers will help show how you like to look at things and how you like to go about deciding things. Knowing your own preferences and learning about other people's can help you understand where your special strengths are, what kinds of work you might enjoy and be successful doing, and how people with different preferences can relate to each other and be valuable to society.

Read each question carefully and mark your answer on the separate answer sheet. *Make no marks on the question booklet.* Do not think too long about any question. If you cannot decide on a question, skip it but be careful that the next space you mark on the answer sheet has the same number as the question you are then answering.

Read the directions on your answer sheet, fill in your name and any other facts asked for and, unless you are told to stop at some point, work through until you have answered all the questions you can.

Consulting Psychologists Press, Inc., 3803 E. Bayshore Road, Palo Alto, California 94303

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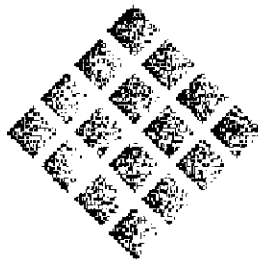
**Part I**

Which answer comes closer to telling how you usually feel or act?

1. When you go somewhere for the day, would you rather
    - (A) plan what you will do and when, or
    - (B) just go?
  2. If you were a teacher, would you rather teach
    - (A) fact courses, or
    - (B) courses involving theory?
  3. Are you usually
    - (A) a "good mixer," or
    - (B) rather quiet and reserved?
  4. Do you prefer to
    - (A) arrange dates, parties, etc., well in advance, or
    - (B) be free to do whatever looks like fun when the time comes?
  5. Do you usually get along better with
    - (A) imaginative people, or
    - (B) realistic people?
  6. Do you more often let
    - (A) your heart rule your head, or
    - (B) your head rule your heart?
  7. When you are with a group of people, would you usually rather
    - (A) join in the talk of the group, or
    - (B) talk with one person at a time?
  8. Are you more successful
    - (A) at dealing with the unexpected and seeing quickly what should be done, or
    - (B) at following a carefully worked out plan?
  9. Would you rather be considered
    - (A) a practical person, or
    - (B) an ingenious person?
  10. In a large group, do you more often
    - (A) introduce others, or
    - (B) get introduced?
  11. Do you admire more the people who are
    - (A) conventional enough never to make themselves conspicuous, or
    - (B) too original and individual to care whether they are conspicuous or not?
  12. Does following a schedule
    - (A) appeal to you, or
    - (B) cramp you?
  13. Do you tend to have
    - (A) deep friendships with a very few people, or
    - (B) broad friendships with many different people?
  14. Does the idea of making a list of what you should get done over a weekend
    - (A) appeal to you, or
    - (B) leave you cold, or
    - (C) positively depress you?
  15. Is it a higher compliment to be called
    - (A) a person of real feeling, or
    - (B) a consistently reasonable person?
  16. Among your friends, are you
    - (A) one of the last to hear what is going on, or
    - (B) full of news about everybody?
- [On this next question *only*, if two answers are true, mark both.]
17. In your daily work, do you
  - (A) rather enjoy an emergency that makes you work against time, or
  - (B) hate to work under pressure, or
  - (C) usually plan your work so you won't need to work under pressure?

18. Would you rather have as a friend  
(A) someone who is always coming up with new ideas, or  
(B) someone who has both feet on the ground?
19. Do you  
(A) talk easily to almost anyone for as long as you have to, or  
(B) find a lot to say only to certain people or under certain conditions?
20. When you have a special job to do, do you like to  
(A) organize it carefully before you start, or  
(B) find out what is necessary as you go along?
21. Do you usually  
(A) value sentiment more than logic, or  
(B) value logic more than sentiment?
22. In reading for pleasure, do you  
(A) enjoy odd or original ways of saying things, or  
(B) like writers to say exactly what they mean?
23. Can the new people you meet tell what you are interested in  
(A) right away, or  
(B) only after they really get to know you?
24. When it is settled well in advance that you will do a certain thing at a certain time, do you find it  
(A) nice to be able to plan accordingly, or  
(B) a little unpleasant to be tied down?
25. In doing something that many other people do, does it appeal to you more to  
(A) do it in the accepted way, or  
(B) invent a way of your own?
26. Do you usually  
(A) show your feelings freely, or  
(B) keep your feelings to yourself?

*Go on to Part II.*



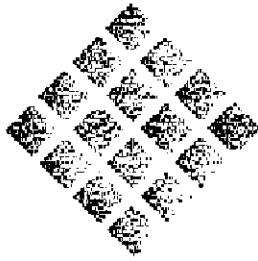
## Part II

Which word in each pair appeals to you more?

Think what the words mean, not how they look or how they sound.

- |         |             |                |     |         |            |             |     |
|---------|-------------|----------------|-----|---------|------------|-------------|-----|
| 27. (A) | scheduled   | unplanned      | (B) | 50. (A) | sensible   | fascinating | (B) |
| 28. (A) | gentle      | firm           | (B) | 51. (A) | forgive    | tolerate    | (B) |
| 29. (A) | facts       | ideas          | (B) | 52. (A) | production | design      | (B) |
| 30. (A) | thinking    | feeling        | (B) | 53. (A) | impulse    | decision    | (B) |
| 31. (A) | hearty      | quiet          | (B) | 54. (A) | who        | what        | (B) |
| 32. (A) | convincing  | touching       | (B) | 55. (A) | speak      | write       | (B) |
| 33. (A) | statement   | concept        | (B) | 56. (A) | uncritical | critical    | (B) |
| 34. (A) | analyze     | sympathize     | (B) | 57. (A) | punctual   | leisurely   | (B) |
| 35. (A) | systematic  | spontaneous    | (B) | 58. (A) | concrete   | abstract    | (B) |
| 36. (A) | justice     | mercy          | (B) | 59. (A) | changing   | permanent   | (B) |
| 37. (A) | reserved    | talkative      | (B) | 60. (A) | wary       | trustful    | (B) |
| 38. (A) | compassion  | foresight      | (B) | 61. (A) | build      | invent      | (B) |
| 39. (A) | systematic  | casual         | (B) | 62. (A) | orderly    | easygoing   | (B) |
| 40. (A) | calm        | lively         | (B) | 63. (A) | foundation | spire       | (B) |
| 41. (A) | benefits    | blessings      | (B) | 64. (A) | quick      | careful     | (B) |
| 42. (A) | theory      | certainty      | (B) | 65. (A) | theory     | experience  | (B) |
| 43. (A) | determined  | devoted        | (B) | 66. (A) | sociable   | detached    | (B) |
| 44. (A) | literal     | figurative     | (B) | 67. (A) | sign       | symbol      | (B) |
| 45. (A) | firm-minded | warm-hearted   | (B) | 68. (A) | party      | theater     | (B) |
| 46. (A) | imaginative | matter-of-fact | (B) | 69. (A) | accept     | change      | (B) |
| 47. (A) | peacemaker  | judge          | (B) | 70. (A) | agree      | discuss     | (B) |
| 48. (A) | make        | create         | (B) | 71. (A) | known      | unknown     | (B) |
| 49. (A) | soft        | hard           | (B) |         |            |             |     |

Go on to Part III.

**Part III**

Which answer comes closer to telling how you usually feel or act?

72. Would you say you  
(A) get more enthusiastic about things than the average person, or  
(B) get less excited about things than the average person?
73. Do you feel it is a worse fault to be  
(A) unsympathetic, or  
(B) unreasonable?
74. Do you  
(A) rather prefer to do things at the last minute, or  
(B) find doing things at the last minute hard on the nerves?
75. At parties, do you  
(A) sometimes get bored, or  
(B) always have fun?
76. Do you think that having a daily routine is  
(A) a comfortable way to get things done, or  
(B) painful even when necessary?
77. When something new starts to be the fashion, are you usually  
(A) one of the first to try it, or  
(B) not much interested?
78. When you think of some little thing you should do or buy, do you  
(A) often forget it till much later, or  
(B) usually get it down on paper to remind yourself, or  
(C) always carry through on it without reminders?
79. Are you  
(A) easy to get to know, or  
(B) hard to get to know?
80. In your way of living, do you prefer to be  
(A) original, or  
(B) conventional?
81. When you are in an embarrassing spot, do you usually  
(A) change the subject, or  
(B) turn it into a joke, or  
(C) days later, think of what you should have said?
82. Is it harder for you to adapt to  
(A) routine, or  
(B) constant change?
83. Is it higher praise to say someone has  
(A) vision, or  
(B) common sense?
84. When you start a big project that is due in a week, do you  
(A) take time to list the separate things to be done and the order of doing them, or  
(B) plunge in?
85. Do you think it more important to be able  
(A) to see the possibilities in a situation, or  
(B) to adjust to the facts as they are?
86. Do you think the people close to you know how you feel  
(A) about most things, or  
(B) only when you have had some special reason to tell them?
87. Would you rather work under someone who is  
(A) always kind, or  
(B) always fair?
88. In getting a job done, do you depend on  
(A) starting early, so as to finish with time to spare, or  
(B) the extra speed you develop at the last minute?
89. Do you feel it is a worse fault  
(A) to show too much warmth, or  
(B) not to have warmth enough?

90. When you are at a party, do you like to
  - (A) help get things going, or
  - (B) let the others have fun in their own way?
91. Would you rather
  - (A) support the established methods of doing good, or
  - (B) analyze what is still wrong and attack unsolved problems?
92. Are you more careful about
  - (A) people's feelings, or
  - (B) their rights?
93. If you were asked on a Saturday morning what you were going to do that day, would you
  - (A) be able to tell pretty well, or
  - (B) list twice too many things, or
  - (C) have to wait and see?
94. In deciding something important, do you
  - (A) find you can trust your feeling about what is best to do, or
  - (B) think you should do the *logical* thing, no matter how you feel about it?
95. Do you find the more routine parts of your day
  - (A) restful, or
  - (B) boring?
96. Does the importance of doing well on a test make it generally
  - (A) easier for you to concentrate and do your best, or
  - (B) harder for you to concentrate and do yourself justice?
97. Are you
  - (A) inclined to enjoy deciding things, or
  - (B) just as glad to have circumstances decide a matter for you?
98. In listening to a new idea, are you more anxious to
  - (A) find out all about it, or
  - (B) judge whether it is right or wrong?
99. In any of the ordinary emergencies of everyday life, would you rather
  - (A) take orders and be helpful, or
  - (B) give orders and be responsible?
100. After being with superstitious people, have you
  - (A) found yourself slightly affected by their superstitions, or
  - (B) remained entirely unaffected?
101. Are you more likely to speak up in
  - (A) praise, or
  - (B) blame?
102. When you have a decision to make, do you usually
  - (A) make it right away, or
  - (B) wait as long as you reasonably can before deciding?
103. At the time in your life when things piled up on you the worst, did you find
  - (A) that you had gotten into an impossible situation, or
  - (B) that by doing only the necessary things you could work your way out?
104. Out of all the good resolutions you may have made, are there
  - (A) some you have kept to this day, or
  - (B) none that have really lasted?
105. In solving a personal problem, do you
  - (A) feel more confident about it if you have asked other people's advice, or
  - (B) feel that nobody else is in as good a position to judge as you are?
106. When a new situation comes up which conflicts with your plans, do you try first to
  - (A) change your plans to fit the situation, or
  - (B) change the situation to fit your plans?
107. Are such emotional "ups and downs" as you may feel
  - (A) very marked, or
  - (B) rather moderate?
108. In your personal beliefs, do you
  - (A) cherish faith in things that cannot be proved, or
  - (B) believe only those things that can be proved?
109. In your home life, when you come to the end of some undertaking, are you
  - (A) clear as to what comes next and ready to tackle it, or
  - (B) glad to relax until the next inspiration hits you?



110. When you have a chance to do something interesting, do you  
(A) decide about it fairly quickly, or  
(B) sometimes miss out through taking too long to make up your mind?
111. If a breakdown or mix-up halted a job on which you and a lot of others were working, would your impulse be to  
(A) enjoy the breathing spell, or  
(B) look for some part of the work where you could still make progress, or  
(C) join the "trouble-shooters" in wrestling with the difficulty?
112. When you don't agree with what has just been said, do you usually  
(A) let it go, or  
(B) put up an argument?
113. On most matters, do you  
(A) have a pretty definite opinion, or  
(B) like to keep an open mind?
114. Would you rather have  
(A) an opportunity that may lead to bigger things, or  
(B) an experience that you are sure to enjoy?
115. In managing your life, do you tend to  
(A) undertake too much and get into a tight spot, or  
(B) hold yourself down to what you can comfortably handle?
116. When playing cards, do you enjoy most  
(A) the sociability, or  
(B) the excitement of winning, or  
(C) the problem of getting the most out of each hand,  
(D) or don't you enjoy playing cards?
117. When the truth would not be polite, are you more likely to tell  
(A) a polite lie, or  
(B) the impolite truth?
118. Would you be more willing to take on a heavy load of extra work for the sake of  
(A) extra comforts and luxuries, or  
(B) a chance to achieve something important?
119. When you don't approve of the way a friend is acting, do you  
(A) wait and see what happens, or  
(B) do or say something about it?
120. Has it been your experience that you  
(A) often fall in love with a notion or project that turns out to be a disappointment—so that you "go up like a rocket and come down like the stick," or do you  
(B) use enough judgment on your enthusiasms so that they do not let you down?
121. When you have a serious choice to make, do you  
(A) almost always come to a clear-cut decision, or  
(B) sometimes find it so hard to decide that you do not wholeheartedly follow up either choice?
122. Do you usually  
(A) enjoy the present moment and make the most of it, or  
(B) feel that something just ahead is more important?
123. When you are helping in a group undertaking, are you more often struck by  
(A) the cooperation, or  
(B) the inefficiency,  
(C) or don't you get involved in group undertakings?
124. When you run into an unexpected difficulty in something you are doing, do you feel it to be  
(A) a piece of bad luck, or  
(B) a nuisance, or  
(C) all in the day's work?
125. Which mistake would be more natural for you:  
(A) to drift from one thing to another all your life, or  
(B) to stay in a rut that didn't suit you?
126. Would you have liked to argue the meaning of  
(A) a lot of these questions, or  
(B) only a few?



March 9, 1995

Dr. \_\_\_\_\_  
\_\_\_\_\_ Department  
Rowan College of NJ  
Glassboro, NJ 08028

Dear Dr. \_\_\_\_\_:

Three weeks ago, I sent you a Myers-Briggs Type Indicator questionnaire and asked you to complete Parts 1, 2, and 3 and return it to me by February 24. Obtaining your responses is very important for the completion of my thesis. The faculty surveyed in the \_\_\_\_\_ Department have responded to the questionnaire. But without your response, I am unable to use their responses.

Perhaps you haven't received the questionnaire. If so, please call me at ext. 3491, and I will be glad to give you one. If you have received the questionnaire but did not yet complete it, can you do it now?

Responses are confidential. If you need further information, please call me at \_\_\_\_\_.

Thank you very much for your time.

Sincerely,

Karen L. Heiser  
PR Graduate Student

P.S. Again, without the chairperson's response, I cannot use the already completed responses of the faculty.

March 30, 1995

Dear \_\_\_\_\_:

Thank you very much for responding to the Myers-Briggs Type Indicator (MBTI) questionnaire I sent you in February. In appreciation of your response to my survey, I have enclosed a summary of your personality preferences. Please find your type on the attached description list and read your analysis. I hope you think it describes your preferences.

The Human Subjects Committee at Rowan College requires acknowledgement of confidentiality; therefore, I am enclosing a statement. Please sign the confidentiality form and return it to me in the enclosed envelope.

Thank you for your time and prompt reply. If you would like the results of my thesis, please contact me at ext. 3491 anytime in June.

Sincerely,

Karen L. Heiser  
PR Graduate Student

Enclosures

P.S. Again, ~~thank~~ you very much.

# Report Form for the Myers-Briggs Type Indicator™

Name: \_\_\_\_\_

Sex: ☐ Male ☐ Female Date: \_\_\_\_\_

The MBTI™ reports your preferences on four scales. There are two opposite preferences on each scale. The four scales deal with where you like to focus your attention (E or I), the way you like to look at things (S or N), the way you like to go about deciding things (T or F), and how you deal with the outer world (J or P). Short descriptions of each scale are shown below.

- |          |  |    |          |  |
|----------|--|----|----------|--|
| <b>E</b> | You prefer to focus on the outer world of people and things                            | or | <b>I</b> | You prefer to focus on the inner world of ideas and impressions  |
| <b>S</b> | You tend to focus on the present and on concrete information gained from your senses   | or | <b>N</b> | You tend to focus on the future, with a view toward patterns and possibilities                               |
| <b>T</b> | You tend to base your decisions on logic and on objective analysis of cause and effect | or | <b>F</b> | You tend to base your decisions primarily on values and on subjective evaluation of person-centered concerns |
| <b>J</b> | You like a planned and organized approach to life and prefer to have things settled    | or | <b>P</b> | You like a flexible and spontaneous approach to life and prefer to keep your options open                    |

The four letters show your Reported Type, which is the combination of the four preferences you chose. There are sixteen possible types.

REPORTED TYPE:

PREFERENCE SCORES:

Preference scores show how consistently you chose one preference over the other; high scores usually mean a clear preference. Preference scores do *not* measure abilities or development.

|              |          |   |   |          |              |
|--------------|----------|---|---|----------|--------------|
| EXTRAVERSION | <b>E</b> | <div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div></div> | <div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div></div> | <b>I</b> | INTROVERSION |
| SENSING      | <b>S</b> | <div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div></div> | <div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div></div> | <b>N</b> | INTUITION    |
| THINKING     | <b>T</b> | <div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div></div> | <div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div></div> | <b>F</b> | FEELING      |
| JUDGING      | <b>J</b> | <div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div></div> | <div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div></div> | <b>P</b> | PERCEIVING   |
|              |          | 60 50 40 30 20 10 0   | 10 20 30 40 50 60   |          |              |
|              |          | very clear clear moderate slight  | slight moderate clear very clear  |          |              |

Each type tends to have different interests and different values. On the back of this page are very brief descriptions of each of the sixteen types. Find the one that matches the four letters of your Reported Type and see whether it fits you. If it doesn't, try to find one that does. For a more complete description of the types and the implications for career choice, relationships, and work behavior, see *Introduction to Type* by Isabel Briggs Myers. Remember that everyone uses each of the preferences at different times; your Reported Type shows which you are likely to prefer the most and probably use most often.



March 30, 1995

Dear \_\_\_\_\_:

Thank you very much for responding to the Myers-Briggs Type Indicator (MBTI) questionnaire I sent you in February. With your help I was able to complete one section of my thesis. In appreciation of your response to my survey, I have enclosed a summary of your personality preferences. Please find your type on the attached description list and read your analysis. I hope you think it describes your preferences.

While you are looking at the MBTI descriptions, please help me with another part of my thesis--the effectiveness of the two-way communication between chairpersons and faculty. Please choose the type you think describes your chairperson (**choose only one, please**), and circle the description that most closely represents your chairperson. This information compares chairpersons' responses regarding themselves with how faculty members see them. After you have done this, please check the effectiveness of the communication between you and your chairperson, and return the form in the attached, addressed envelope.

The Human Subjects Committee at Rowan College requires acknowledgement of confidentiality; therefore, I am enclosing a statement. Please sign the attached confidentiality form and return it to me. **Do not mail it to me with your responses.** I have enclosed another envelope for your convenience.

Thank you for your time and prompt reply. This will conclude the data gathering for my thesis. If you would like the results, please contact me at ext. 3491 anytime in June.

Sincerely,

Karen L. Heiser  
PR Graduate Student

Enclosures

P.S. Again, please circle the one best description that describes your chairperson, check the effectiveness of the two-way communication between you and your chairperson (on the bottom of the form), and return to me in the attached, self-addressed envelope. **Thank you very much.**

Please circle (only one, please) the description that most closely represents your chairperson.

Then, please check communication style at bottom of form.

HEISER 47

Characteristics frequently associated with each type

APPENDIX B

Introvers

Extravers

| Sensing Types   |  | Intuitive Types   |   |
|---|--|---|---|
| <b>ISTJ</b><br>Serious, quiet, earn success by concentration and thoroughness. Practical, orderly, matter-of-fact, logical, realistic, and dependable. See to it that everything is well organized. Take responsibility. Make up their own minds as to what should be accomplished and work toward it steadily, regardless of protests or distractions. | <b>ISFJ</b><br>Quiet, friendly, responsible, and conscientious. Work devotedly to meet their obligations. Lend stability to any project or group. Thorough, painstaking, accurate. Their interests are usually not technical. Can be patient with necessary details. Loyal, considerate, perceptive, concerned with how other people feel.   | <b>INFJ</b><br>Succeed by perseverance, originality, and desire to do whatever is needed or wanted. Put their best efforts into their work. Quietly forceful, conscientious, concerned for others. Respected for their firm principles. Likely to be honored and followed for their clear convictions as to how best to serve the common good.                              | <b>INTJ</b><br>Usually have original minds and great drive for their own ideas and purposes. In fields that appeal to them, they have a fine power to organize a job and carry it through with or without help. Skeptical, critical, independent, determined, sometimes stubborn. Must learn to yield less important points in order to win the most important. |
| <b>ISTP</b><br>Cool onlookers—quiet, reserved, observing and analyzing life with detached curiosity and unexpected flashes of original humor. Usually interested in cause and effect, how and why mechanical things work, and in organizing facts using logical principles.   | <b>ISFP</b><br>Retiring, quietly friendly, sensitive, kind, modest about their abilities. Shun disagreements, do not force their opinions or values on others. Usually do not care to lead but are often loyal followers. Often relaxed about getting things done, because they enjoy the present moment and do not want to spoil it by undue haste or exertion.                       | <b>INFP</b><br>Full of enthusiasms and loyalties, but seldom talk of these until they know you well. Care about learning, ideas, language, and independent projects of their own. Tend to undertake too much, then somehow get it done. Friendly, but often too absorbed in what they are doing to be sociable. Little concerned with possessions or physical surroundings. | <b>INTP</b><br>Quiet and reserved. Especially enjoy theoretical or scientific pursuits. Like solving problems with logic and analysis. Usually interested mainly in ideas, with little liking for parties or small talk. Tend to have sharply defined interests. Need careers where some strong interest can be used and useful.                                |
| <b>ESTP</b><br>Good at on-the-spot problem solving. Do not worry, enjoy whatever comes along. Tend to like mechanical things and sports, with friends on the side. Adaptable, tolerant, generally conservative in values. Dislike long explanations. Are best with real things that can be worked, handled, taken apart, or put together.               | <b>ESFP</b><br>Outgoing, easygoing, accepting, friendly, enjoy everything and make things more fun for others by their enjoyment. Like sports and making things happen. Know what's going on and join in eagerly. Find remembering facts easier than mastering theories. Are best in situations that need sound common sense and practical ability with people as well as with things. | <b>ENFP</b><br>Warmly enthusiastic, high-spirited, ingenious, imaginative. Able to do almost anything that interests them. Quick with a solution for any difficulty and ready to help anyone with a problem. Often rely on their ability to improvise instead of preparing in advance. Can usually find compelling reasons for whatever they want.                          | <b>ENTP</b><br>Quick, ingenious, good at many things. Stimulating company, alert and outspoken. May argue for fun on either side of a question. Resourceful in solving new and challenging problems, but may neglect routine assignments. Apt to turn to one new interest after another. Skillful in finding logical reasons for what they want.                |
| <b>ESTJ</b><br>Practical, realistic, matter-of-fact, with a natural head for business or mechanics. Not interested in subjects they see no use for, but can apply themselves when necessary. Like to organize and run activities. May make good administrators, especially if they remember to consider others' feelings and points of view.            | <b>ESFJ</b><br>Warm-hearted, talkative, popular, conscientious, team cooperators, active committee members. Need harmony and may be good at creating it. Always doing something nice for someone. Work best with encouragement and praise. Main interest is in things that directly and visibly affect people's lives.   | <b>ENFJ</b><br>Responsive and responsible. Generally feel real concern for what others think or want, and try to handle things with due regard for the other person's feelings. Can present a proposal or lead a group discussion with ease and tact. Sociable, popular, sympathetic. Responsive to praise and criticism.   | <b>ENTJ</b><br>Hearty, frank, decisive, leaders in activities. Usually good in anything that requires reasoning and intelligent talk, such as public speaking. Are usually well informed and enjoy adding to their fund of knowledge. May sometimes appear more positive and confident than their experience in an area warrants.                               |

Introvers

Extravers

Please check the effectiveness of the two-way communication between you and your chairperson.

\_\_\_\_\_ very good      \_\_\_\_\_ good      \_\_\_\_\_ fair      \_\_\_\_\_ not good      \_\_\_\_\_ none

Please return in the attached envelope. Thank you!

### Characteristics frequently associated with each type

## Extraverts

| Sensing Types   |   | Intuitive Types   |   |
|---|---|---|---|
| <b>1</b><br><b>ISTJ</b> <u>C 1</u> <u>F 1</u><br>Serious, quiet, earn success by concentration and thoroughness. Practical, orderly, matter-of-fact, logical, realistic, and dependable. See to it that everything is well organized. Take responsibility. Make up their own minds as to what should be accomplished and work toward it steadily, regardless of protests or distractions. | <b>2</b><br><b>ISFJ</b> <u>C 0</u> <u>F 3</u><br>Quiet, friendly, responsible, and conscientious. Work devotedly to meet their obligations. Land stability to any project or group. Thorough, painstaking, accurate. Their interests are usually not technical. Can be patient with necessary details. Loyal, considerate, perceptive, concerned with how other people feel.  | <b>5</b><br><b>INFJ</b> <u>C 0</u> <u>F 0</u><br>Succeed by perseverance, originality, and desire to do whatever is needed or wanted. Put their best efforts into their work. Quietly forceful, conscientious, concerned for others. Respected for their firm principles. Likely to be honored and followed for their clear convictions as to how best to serve the common good.                              | <b>6</b><br><b>INTJ</b> <u>C 2</u> <u>F 2</u><br>Usually have original minds and great drive for their own ideas and purposes. In fields that appeal to them, they have a fine power to organize a job and carry it through with or without help. Skeptical, critical, independent, determined, sometimes stubborn. Must learn to yield less important points in order to win the most important. |
| <b>3</b><br><b>ISTP</b> <u>C 0</u> <u>F 0</u><br>Cool onlookers—quiet, reserved, observing and analyzing life with detached curiosity and unexpected flashes of original humor. Usually interested in cause and effect, how and why mechanical things work, and in organizing facts using logical principles.   | <b>4</b><br><b>ISFP</b> <u>C 0</u> <u>F 0</u><br>Rating, quietly friendly, sensitive, kind, modest about their abilities. Shun disagreements, do not force their opinions or values on others. Usually do not care to lead but are often loyal followers. Often relaxed about getting things done, because they enjoy the present moment and do not want to spoil it by undue haste or exertion.                          | <b>7</b><br><b>INFP</b> <u>C 0</u> <u>F 0</u><br>Full of enthusiasms and loyalties, but seldom talk of these until they know you well. Care about learning, ideas, language, and independent projects of their own. Tend to undertake too much, then somehow get it done. Friendly, but often too absorbed in what they are doing to be sociable. Little concerned with possessions or physical surroundings. | <b>8</b><br><b>INTP</b> <u>C 1</u> <u>F 3</u><br>Quiet and reserved. Especially enjoy theoretical or scientific pursuits. Like solving problems with logic and analysis. Usually interested mainly in ideas, with little liking for parties or small talk. Tend to have sharply defined interests. Need careers where some strong interest can be used and useful.                                |
| <b>9</b><br><b>ESTP</b> <u>C 0</u> <u>F 0</u><br>Good at on-the-spot problem solving. Do not worry, enjoy whatever comes along. Tend to like mechanical things and sports, with friends on the side. Adaptable, tolerant, generally conservative in values. Dislike long explanations. Are best with real things that can be worked, handled, taken apart, or put together.               | <b>10</b><br><b>ESFP</b> <u>C 0</u> <u>F 0</u><br>Outgoing, easygoing, accepting, friendly, enjoy everything and make things more fun for others by their enjoyment. Like sports and making things happen. Know what's going on and join in eagerly. Find remembering facts easier than mastering theories. Are best in situations that need sound common sense and practical ability with people as well as with things. | <b>13</b><br><b>ENFP</b> <u>C 0</u> <u>F 0</u><br>Warmly enthusiastic, high-spirited, ingenious, imaginative. Able to do almost anything that interests them. Quick with a solution for any difficulty and ready to help anyone with a problem. Often rely on their ability to improvise instead of preparing in advance. Can usually find compelling reasons for whatever they want.                         | <b>14</b><br><b>ENTP</b> <u>C 0</u> <u>F 1</u><br>Quick, ingenious, good at many things. Stimulating company, alert and outspoken. May argue for fun on either side of a question. Resourceful in solving new and challenging problems, but may neglect routine assignments. Apt to turn to one new interest after another. Skillful in finding logical reasons for what they want.               |
| <b>11</b><br><b>ESTJ</b> <u>C 0</u> <u>F 6</u><br>Practical, realistic, matter-of-fact, with a natural head for business or mechanics. Not interested in subjects they see no use for, but can apply themselves when necessary. Like to organize and run activities. May make good administrators, especially if they remember to consider others' feelings and points of view.           | <b>12</b><br><b>ESFJ</b> <u>C 0</u> <u>F 0</u><br>Warm-hearted, talkative, popular, conscientious, born cooperators, active committee members. Need harmony and may be good at creating it. Always doing something nice for someone. Work best with encouragement and praise. Main interest is in things that directly and visibly affect people's lives.   | <b>15</b><br><b>ENFJ</b> <u>C 1</u> <u>F 3</u><br>Responsive and responsible. Generally feel real concern for what others think or want, and try to handle things with due regard for the other person's feelings. Can present a proposal or lead a group discussion with ease and tact. Sociable, popular, sympathetic. Responsive to praise and criticism.  | <b>16</b><br><b>ENTJ</b> <u>C 2</u> <u>F 5</u><br>Hearty, frank, decisive, leaders in activities. Usually good in anything that requires reasoning and intelligent talk, such as public speaking. Are usually well informed and enjoy adding to their fund of knowledge. May sometimes appear more positive and confident than their experience in an area warrants.                              |

13 very good  
(1)

8 good  
(2)

2 fair  
(3)

1 not good  
(4)

0 none (N=24)  
(5)



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